DOCUMENT RESUME

ED 141 985 EC 101 241

TITLE	Learning Disabilities: A First Reading List.
NOTE	30p.
AVAILABLE FROM	Instructional Materials Center, 1020 South Spring Street, Springfield, Illinois 62706
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Bibliographies; *Definitions; Elementary Secondary Education; *Learning Disabilities; *Organizations (Groups); *Resource Guides
IDENTIFIERS	*Parent Resources

ABSTRACT

Intended for parents and professionals, the document contains a listing of books, newsletters, periodicals, and free material on learning disabilities. Publications are listed alphabetically by author or sponsor with entries that usually provide the following information: title, publisher, publisher's address, publication date, cost, and brief descriptions. Also listed are national, state, and local Illinois organizations for children with learning disabilities; organizations from which to request price lists; and definitions of learning disability. (SBH)

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH,
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LEARNING DISABILITIES

A FIRST

READING LIST

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

EC101241

The Instructional Materials Center Section (IMC) distributes a variety of materials representing a broad range of ideas, opinions and philosophies pertinent to the education of exceptional children. These materials do not necessarily reflect the attitudes of either the IMC or the Office of the Superintendent of Public Instruction and are made available solely to assist in improving local educational programs. Printed materials not produced by members of the IMC staff are entirely the work of their original authors and have not undergone revision or alteration by the IMC.

BOOKS RECOMMENDED FOR PARENTS AND PROFESSIONALS

Arena, John I., Ed.; and Others - 1967

Teaching Educationally Handicapped Children.

Academic Therapy Publications, DeWitt Reading Clinic, Inc., 1543 Fifth Avenue, San Rafael, California 94901 ($.95)

Papers From The Good Teaching Practices Conference For Teachers Of Educationally Handicapped Children (Orinda Crossroads, California, October 22, 1966).

Describing methods for helping children with normal intelligence who manifest learning, perceptual, and/or behavior disorders as a result of minimal neurological or brain dysfunction, the compilation contains 22 papers. Articles are grouped into six categories: identifying the children, motor development, basic considerations, adapting the language curriculum, adapting the mathematics curriculum, and behavior change. Topics considered are the role of observation, the identification of children's strengths and weaknesses, the role of the school psychologists, counseling, movement exploration, game skill development, relaxation and concentration, training in pattern recognition and space concepts, and development of self concept. Academic areas discussed include the teaching of English to junior high school students, correction of left-to-right reversals, reading, art, the use of color in reading, music creativity in arithmetic, mathematics in the primary grades, modern math for junior high school, basic mathematical concepts for elementary children, behavior modification and learning, and academic and emotional development at the junior high school level. Reference lists follow several articles.

Bangs, Tina E. - 1968

Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.

Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016

Parents goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and the labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given.

Barsch, Ray H. - 1967

Achieving Perceptual-Motor Efficiency, a Space-Oriented Approach to Learning. Perceptual Motor Curriculum, Volume 1.

Special Child Publications, Seattle Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, ($10.00)

The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement which the author labels movigenics (the study of the origin and development of patterns of movement in man and the relationship of these movements of his learning efficiency). Ten basic constructs of movigenics are outlined, and the following topics are discussed - (1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (gustatory, olfactory, tactual, kinesthetic, auditory, visual) and the percepto-cognitive modes are explored. Also bilaterality, rhythm, flexibility, and motor planning are considered as four components which permit man the full freedom to move. A curriculum based on the theory of movigenics and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guide-lines. The bibliography contains about 420 entries.

Bernstein, Bebe - 1967

Everyday Problems and the Child with Learning Difficulties.

John Day Company, Inc., 62 West 45th Street, New York, New York 10036, ($4.95)

The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experiential background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways - as situation problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, meaningful vocabulary, concrete learning aids, additional activities, and visual aids. Thirty-eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form - materials, method, solution, learning aids and environomental vocabulary, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why paint things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics of problems that may lead to further exploration.

Blom, Gaston E. - 1967

The Psychoeducational Approach to Learning Disabilities.

Colorado University, Denver, Medical Center
Grant Foundation, New York, New York

The belief that children who have learning disabilities which prevent achievement in skill subjects or behavioral difficulties which interfere with learning can be helped to learn to substitute more adaptive patterns for maladaptive ones is discussed. Learning disabilities are said to be part of a disordered developmental process in a child, and clinical competence theory and practice are reportedly integrated in the psychoeducational approach to evaluation and modification of the developmental disorder. Dilution and fragmentation of effort is considered as occurring in certain settings, but the idea that basic principles and specific techniques of the psychoeducational approach are generally applicable is suggested. The basic principles are concerned with the following: structure, predictability, and clarity; management of environmental and intrapsychic stimulation; the success-failure dimension; the student-teacher relationship; the utilization of therapy for a child and his parents; and biological factors. A discussion of instruction for remedial efforts is presented, and includes these topics: the basic skill subjects, cognitive training, motor skill training, and the use of special media content, skill programs, and methods. A bibliography is also included.

Cruickshank, William M. - 1967

The Brain-Injured Child in Home, School, and Community.

Syracuse University Press
Syracuse, New York, ($6.50)

Written for parents, teachers, and others who work daily with brain-injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain-injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain-injured children.

Del Tufo, Anthony F. - 1970

The Role of the Learning Disability Teacher-Consultant.

Director, Learning Disability Center, 87 West Oakwood Avenue, Livingston, New Jersey 07039 ($2.00)

The booklet discusses the history of learning disabilities (LD), the role of the LD teacher-consultant as educational diagnostician, as a member of the inter-disciplinary team, and in the school system, and guidelines for qualifications of LD teacher-consultants. Also included are lists of educational tests, remedial materials, a glossary of terms, a bibliography, a table of diagnosis and remediation of functions, and a case study data form.

Ebersole, Marylou; and Others - 1968

Steps to Achievement for the Slow Learner. The Slow Learner Series.

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95)

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic.

Edington, Ruth; and Others - 1968

Helping Children with Reading Disability.

Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00)

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics

training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to methods of teaching are specified. The appendix lists instructional materials, including commercial workbooks and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated.

Ellingson, Careth - 1967

The Shadow Children; A Book about Children's Learning Disorders.

Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602 ($6.50)

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated.

Frierson, Edward C., Ed.; Barbe, Walter B., Ed. - 1967

Educating Children with Learning Disabilities: Selected Readings.

Appleton-Century-Crofts
440 Park Avenue South, New York, New York 10016 ($6.95)

Intended for general educators as well as specialists, the collection contains selected articles by different authors on learning disabilities. An introduction to the field is provided by an overview (five articles) and a consideration of brain dysfunctions (four articles). Specialized approaches to learning disorders are explained from the viewpoint of special education, psychology, and sociology (three). The following aspects of diagnosis are discussed: rationale (two articles), educational procedures (four), and school learning disabilities (four). Also considered are a rationale for education (in four articles), educational procedures (six), and remediation of school learning disabilities (five); each of the four sections is preceded by an introduction by the editors. A reference list accompanies each introduction and each article. A glossary of 74 terms is provided.

Frostig, Marianne - 1967

The Relationship of Diagnosis to Remediation in Learning Problems.

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50)

The diagnosis and remediation of learning problems are considered in the areas of sensory-motor ability, auditory perception, visual perception, language, and thought processes. The use of the following tests for evaluation is discussed: Wepman Test of Auditory Discrimination, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children, and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional and social development is treated. A table compares factors of the structure of the intellect at chronological age 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. A bibliography cites 35 entries. Appendixes describe the Frostig and the Illinois tests by providing examples and explaining functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabularly arranged.

Garten, Muriel Kathryn, Comp - 1968

A Resource Booklet of Instructional Materials: An Annotated Bibliography of Resources for the Teaching of Reading with Special Applicability to Students with Learning Disabilities.

Center for Educational Services and Research, 845 Fox Meadow Road, Yorktown Heights, New York 10598 ($3.00)

Annotations are provided for instructional materials useful in teaching reading to children with learning disabilities, from the readiness level through senior high school. Test and measurement instruments are also cited and annotated as are professional resources.

Hart, Jane; Jones, Beverly - 1968

Where's Hannah, A Handbook for Parents and Teachers of Children with Learning Disorders.

Hart Publishing Company, Inc., 510 Sixth Avenue, New York, New York 10009 ($8.50)

The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11½-year-old girl. The history of her characteristics, development, and training is interlaced with explanations of her behavior, of the

characteristics of other children with learning disorders, and of training objectives based on the Movigenic theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior management, building self-concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children.

Johnson, Doris J.; Myklebust, Helmer - 1967

Learning Disabilities; Educational Principles and Practices.

Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($9.75)

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general, the brain and learning, and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language, and arithmetic. Implications and outlook are discussed. Approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items.

Kaluger, George; Kolson, Clifford J. - 1969

Reading and Learning Disabilities.

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to work recognition skills, comprehension and content areas, vocabulary building, and study skills and interest.

Karnes, Merle B. - 1968

Helping Young Children Develop Language Skills: A Book of Activities.

The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N.W. Washington, D. C. 20036 (HC $2.75)

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources.

Kirk, Samuel A., Kirk, Winifred D. - 1971

Psycholinguistic Learning Disabilities: Diagnosis and Remediation.

University of Illinois Press ($2.45)

The book is intended to assist persons using the Illinois Test of Psycholinguistic Abilities (ITPA) to interpret test results and organize remedial programs for students with psycholinguistic learning disabilities. The concept of learning disabilities is discussed and the development and meaning of the 12 ITPA subtests are explained. Selected research studies using the ITPA are reviewed and findings cited which will be of use to psychologists and diagnostic-remedial teachers in diagnosing and interpreting subtest scores and patterns of disability, particularly in reference to different ethnic or handicapped populations. The diagnostic process in general and how ITPA scores are analyzed are detailed. Sample patterns of disabilities and procedures by which they are developed are described. Suggestions for further analysis and diagnosis are made, including suggestion of other tests and presentation of teacher observations pertaining to the 12 ITPA subtests. It is noted that complete diagnosis must include observations of behavior as well as test results. General guidelines for remediation are offered, including general principles and outlines for developing remedial procedures.

Lerner, Janet - 1971

Houghton Mifflin ($7.95)

Children with Learning Disabilities: Theories, Diagnosis and Teaching Strategies.

Overview of current theories dealing with learning disabilities, diagnosis and screening, causalities, methods and materials for remediation. Emphasizes all areas of learning: perceptual, motor, language, cognitive. Strategies presented in academic and non-academics. Eclectic in approach and theory.

Lewis, Richard S.; and Others - 1960

The Other Child: The Brain-Injured Child.

Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016

Written for both parents and professional workers, the text in nontechnical language defines and discusses the brain-injured child. Areas of concern are perception, conception, language, behavior, management at home, and education in the school. Each section describes situations and suggests solutions for remediation of problems.

McCarthy, James J.; McCarthy, Joan F. - 1969

Learning Disabilities.

Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210

An attempt to collate basic knowledge concerning learning disabilities, the text discusses the background and definition of learning disabilities, and its identification, etiology and epidemiology. Guidelines for diagnostic evaluation are presented as are approaches from perceptual motor, developmental, visual, neurophsiological, linguistic, and diagnostic-remedial points of view. Additional topics considered are illustrative classroom programs, teacher preparation, educational research, parent groups, special education legislation, and future prospects.

Myers, Patricia L; Hammill, Donald D. - 1969

Methods for Learning Disorders.

Wiley Press, 605 Third Avenue, New York, New York 10016

The authors' statement of the book's purpose is fourfold: to present a theoretical frame of reference within which to view the learning disorders of children; to provide a general textbook in teaching methods for learning disabled children; to prepare a

concise overview of learning disorders for professional personnel; and to suggest a descriptive orientation for assessment and remediation of learning disorders. A behavioral orientation, rather than a medical or psychological one, is suggested. Introductory chapters present general concepts and definitions, information on educationally oriented evaluation, and how to move from evaluation to instruction. The following chapters discuss various systems: perceptual-motor, multisensory, language development, phonic, structured, test-related, and neurological organization. It is suggested that teachers can use the theoretical framework and descriptions of the methods given to choose appropriate instructional techniques, although the methods are only summarized and the teacher would need to consult primary sources cited for implementation.

Myklebust, Helmer R., Ed. - 1968

Progress in Learning Disabilities. Volume I.

Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016

The first of a series dealing with learning disabilities from a psychoneurological standpoint, the volume contains current discussions and research reports. Ten authors from a variety of fields contribute chapters, each with an accompanying list of references. The editor, H. R. Myklebust, provides the opening article on Learning Disabilities: Definition and Overview. Also included are Pediatric Neurology and Learning Disabilities by D. M. Vuckovich, Learning Disabilities: The Development Point of View by L. B. Ames, The Role of Child Psychiatry in Learning Disabilities by M. Giffin, and The Pediatrician's Role in Learning Disabilities by B. H. Ong. Additional articles presented are Electroencephalography and Learning by J. R. Hughes, Ophthalmological Factors in Learning Disabilities by L. J. Lawson, Neurological Foundations of Language by N. Geshwind, Language Pathology and Learning Disabilities by H. J. McGrady, and Education for Children with Learning Disabilities by M. Frostig.

Nash, Ralph J.; Pfeffer, Judith - 1967

A Guide to a Special Class Program for Children with Learning Disabilities.

Chicago Association For Children With Learning Disabilities, Illinois;
New Jersey Association For Brain Injured Children, East Orange, New Jersey 07000

Chicago Association For Children With Learning Disabilities, PH Child, Box 4451, Chicago, Illinois 60680

Guidelines are presented for special classes enrolling children with learning disabilities. Descriptions of the population served, diagnosis, the classroom learning atmosphere, group and individual teaching, handling of the individual child, basic skills to be taught, the teacher's role, and integration of the child's total life experiences are discussed. Also considered are the observation of behavior in order to develop an approach toward remedying the child's disability

and readiness at two levels. Activities are suggested for developing visual memory, visual discrimination, auditory memory, auditory discrimination, tactile/kinesthetic perception, motor training, body knowledge, and eye-motor ability. Special exercises are given for developing skills, visual/auditory association, arithmetic, handwriting, social studies, and science. Appendixes include eight anecdotal cases, outline a sample weekly lesson plan, and list instructional materials with publishers and 39 references.

Otto, Wayne, Ed.; Koenke, Karl, Ed. - 1969

Remedial Teaching: Research and Comment.

Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, and case report, reading, handwriting, arithmetic, spelling, and written expression.

Peter, Lawrence J. - 1965

Prescriptive Teaching.

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036

The book provides a methodology for dealing with a wide range of problems in the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition; use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the follow-up method for instruction improvement; and conclusions.

Quebec Association for Children with Learning Disabilities:

A Parents' Guide to Hyperactivity in Children, by K. Minde, M.D., 1971 ($1.00)

A Parents' Guide to Learning Problems, by Margaret Golick, 1970 ($1.00)

She Thought I Was Dumb, But I Told Her I Had a Learning Disability, by Margaret Golick, 1969 ($1.00)

CBC Publications, Box 500, Station A, Toronto, Quebec, Canada

Practical approaches to the understanding, accepting and aiding of children with learning problems. For parents, teachers and others interested in children who need special help.

For the benefit of parents of hyperactive children, the Minde booklet describes some of the common difficulties experienced by hyperactive children, particularly at home. Discussed are typical characteristics of hyperactivity, who is affected, main difficulties encountered, how parents can help, types of management, and possible daily problems to overcome in raising a hyperactive child.

Smith, Bert Kruger - 1968

Your Nonlearning Child: His World of Upside Down.

Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($4.95)

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training; guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources.

Stillwell, Robert J., and Others - 1970

Educationally Handicapped and the Engineered Classroom: An Educational Solution.

The engineered classroom designed by Frank M. Hewett is described beginning with the developmental sequence of educational goals. The physical environment is diagrammed for both elementary and junior high school students. The use of reinforcement is discussed through the check mark system, and a list is presented of interventions to be used by teachers to maintain student roles. Also considered are materials and topics for the daily instructional program including scheduling of curriculum activities.

Strauss, Alfred A.; Lehtinen, Laura E. - 1947

Psychopathology and Education of the Brain-Injured Child .

Grune and Stratton, 115 Fifth Avenue, New York, New York 10003

In the first section of the book, dealing with the psychopathology of brain injury, an historical review of problems pretaining to the concept of brain-injured children and their education is presented, and the anatomy of the brain and its function outlined. Attention is given to perceptual disturbances, thinking disorders, and behavior disorders in the brain-injured child. Also discussed are testing the brain-injured child, diagnosis, and the concept of the exogenous child versus the endogenous child. General principles in the education of the brain-injured child are stated in the first chapter of the section treating special educational techniques for brain-injured children. Detailed are techniques for the teaching of arithmetic fundamentals, teaching reading, and teaching writing.

Valett, Robert E. - 1969

Programming Learning Disabilities .

Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306

Written primarily for use by persons concerned with the establishment and operation of learning disability programs, the text presents a rationale for programming, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diagnostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed.

Suggestions are made for prescriptive programming and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided.

Valett, Robert E. - 1969

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Valett, Robert E. - 1967

The Remediation of Learning Disabilities: A Handbook of Psychoeducational Resource Programs.

Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($12.00)

Intended for special education teachers, remedial specialists, and psychologists, the handbook presents a series of concrete activities and exercises for children with learning disabilities. Fifty-three basic learning abilities or resource programs are grouped under six major areas - gross motor development, sensory-motor integration, perceptual motor skills, language development, conceptual skills, and social skills. Each ability is defined operationally, illustrated, and provided with an educational rationale. Also, each activity is considered as a developmental task, and beginning, middle, and advanced level program ideas are suggested. A sample program worksheet, references to related programs, suggestions for instructional materials and relevant evaluational and diagnostic aids, and supplementary readings are provided for all 53 programs. Forms for pupil evaluation and pupil progress reports are included. The book, presented in loose-leaf format, is intended for modification and extension by its users.

Waugh, Kenneth W.; Bush, Wilma Jo - 1971

Diagnosing Learning Disorders.

Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216

The text provides a detailed description of the major learning disorders in terms of behaviors. Diagnostic procedures for identification of the behaviors and examples of how some test data have been interpreted by other learning specialists are described. Remediation techniques for specific problem areas are also included. The text makes use of case studies in order to show how to translate diagnostic information into units of the teaching process. The case studies are grouped according to grade levels and identify types of learning handicaps. It is recommended that the teacher note the studies in order to gain insight into remediation leading to prescriptive teaching.

Wold, Robert M. - 1970

Screening Tests to be Used by the Classroom Teacher.

The booklet is intended to assist the classroom teacher in identifying the areas of difficulty of children in grades 1-6 who are not performing up to their potential in the basic skills of reading, spelling, arithmetic, and handwriting. Fourteen screening tests are described which will allow the teacher to gather information which will help in programming classroom activities for the child. The observations and information gathered will also assist the school psychologist or others on the diagnostic team in evaluating specific areas of deficit. Included are alphabet and sentence writing tests, the Wold Sentence Copying Test, the MKM Visual and Auditory Letter Recognition Tests, haptic letter recognition test, recognition vocabulary test, the Murroughs Phonovisual Test, the Gilmore Oral Reading Test, a naming test, Piaget Right-Left Awareness test, and the Wold Visuo-Motor and Digit-Symbol Tests. A sample report of testing if presented to illustrate how to administer and record results of tests. Appended are descriptions of proper posture and paper positions while writing, and the forms necessary for the proper administration of most of the tests discussed.

NEWSLETTERS
LEARNING DISABILITY AREA

ACLD; ITEMS OF INTEREST

Association for Children with Learning Disabilities
2220 Brownsville Road
Pittsburgh, Pennsylvania 15210

$2.00 for 2 years Free to Affiliates

Newsbriefs on the child with learning disabilities.

CANHC-GRAM; NEWSLETTER OF THE CALIFORNIA ASSOCIATION FOR NEUROLOGICALLY HANDICAPPED CHILDREN

P.O. Box 604 Main Office
Los Angeles, California 90053

$3.00 for 1 year

Information on everything that concerns the child with a learning disability.

CHICAGO ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, INC.

P.H. Child
Box 4451
Chicago, Illinois 60680

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CALD South
Box 4457
Chicago, Illinois 60680

CALD North
Box 45433
Chicago, Illinois 60646

DCLD NEWSLETTER

Publications
The Council for Exceptional Children
Jefferson Plaza, Office Building One, Suite 900
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Arlington, Virginia 22202

Sent to Division for Children with Learning Disabilities, Council for Exceptional Children.

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1411 South Jefferson Davis Highway, Suite 900
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Sent to members of CEC; membership information available upon request

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Official Journal of the Council for Exceptional Children

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1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

$5.00 per year

Issued four times a year: fall, winter, spring and summer

A journal of the CEC Information Center and the Special Education IMC/RMC Network.

MATERIAL FREE ON REQUEST

Brain Injury and Related Disorders in Children
(an excellent annotated bibliography)

National Association for Crippled Children & Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

BIRCH, Herbert - A Selective Bibliography on Brain Damaged Children
400 annotated references)

One copy free from
The Woods School and Residential Treatment Center
Langhorne, Pennsylvania 19047

ASSOCIATIONS FOR CHILDREN WITH LEARNING DISABILITIES

NATIONAL ORGANIZATIONS

Association for Children with Learning Disabilities (ACLD)

2200 Brownsville Road
Pittsburgh, Pennsylvania 15210

National Division for Children with Learning Disabilities

The Council for Exceptional Children

Jefferson Plaza, Office Building One, Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia

STATE ORGANIZATIONS

Illinois Council for Children with Learning Disabilities (ICCLD)

P. O. Box 656
Evanston, Illinois 60204

LOCAL ILLINOIS ORGANIZATIONS

Bureau County ACLD

P. O. Box 333
Princeton, Illinois 61356

Chicago ACLD, North
P. O. Box 59433
Chicago, Illinois 60659

Chicago ACLD, South

P. O. Box 4451
Chicago, Illinois 60680

Effingham County ACLD

Contact ICCLD for address

Fox Valley ACLD (North)

Contact ICCLD for address

Fund for Perceptually Handicapped Children

P. O. Box 656
Evanston, Illinois 60204

Kendall County ACLD

Route 3, Box 43
Yorkville, Illinois 60560

Lake County Council for Learning Disabilities

P. O. Box 595
Waukegan, Illinois 60085

Northwestern Suburban COULD

P. O. Box 704
Arlington Heights, Illinois 60006

Peoria ACLD

P. O. Box 1372
Peoria, Illinois 61604

Petersburg ACLD

Contact ICCLD for address

Rockford ACLD

Contact ICCLD for address

South Suburban HELP

P. O. Box 104
Park Forest, Illinois 60466

Sterling ACLD

P. O. Box 305
Sterling, Illinois 61081

West Suburban Association for the Other Child

P. O. Box 584
Glen Ellyn, Illinois 60137

Workshop for Children with Learning Disabilities

East Alton, Illinois 62024
Contact ICCLD for address

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

2023 West Ogden Avenue
Chicago, Illinois 60612
(Excellent inexpensive booklets and reprints presenting background information in non-technical language.)

The Brain Damaged Child - A Symposium - No. E-22
Price: $.25

Language Disorders in Children - Nancy E. Wood, Ph.D. - No. E-25
Price: $.50

The Brain Injured Child in the Classroom - Newell C. Kephart, Ph.D. No. E-34
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Discovering, Evaluating, Programming for the Neurologically Handicapped Child with Special Attention to the Child with Minimal Brain Damage - Charles R. Strother, Ph.D. - No. E-35
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Children With Minimal Brain Injury - Sam D. Clements, Ph.D., Laura E. Lehtinen, Ph.D., and Jean E. Lukens, M.D. 0 No. E-37
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Counseling the Parent of the Brain Damaged Child - Ray H. Barsch, Ph.D.
Price: $.10

Minimal Brain Dysfunction in Children: Terminology and Identification - Sam D. Clements, Ph.D.
Price: $.20

PRICE LISTS TO REQUEST

1. American Annals of the Deaf
   Gallaudet College
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2. California Association for Neurologically Handicapped Children
   1191 NcNab Street
   Garden Grove, California 92640
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3. Media
   P. O. Box 2005
   Van Nuys, California
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4. National Association for Crippled Children
   2023 West Ogden Avenue
   Chicago, Illinois 60612

5. Phonovisual Products, Inc.
   Box 5625
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6. Volta Bureau
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7. Winterhaven Materials
   Teaching Materials
   Winterhaven, Florida
   (Tracing templates)

DEFINITIONS OF A LEARNING DISABILITY

Conference on Learning Disabilities and Interrelated Handicaps, Transcript of Proceedings, sponsored collaboratively by Northwestern University and the U. S. Office of Education, Evanston, Illinois, August 8, 1967.

"Learning disability refers to one or more significant deficits in essential learning processes requiring remediation through special education techniques.

Essential learning processes are those currently most commonly referred to in behavioral science as involving perception, integration and expression, either verbal or nonverbal.

Children with a learning disability generally demonstrate a significant discrepancy between expected and actual achievement in one or more areas such as: spoken, read, or written language, mathematics and spatial orientation.

The learning disability referred to is not primarily the result of sensory, motor, intellectual, or emotional handicap, or lack of opportunity to learn.

Significant deficits are defined in terms of accepted diagnostic procedures in education and psychology.

Special education techniques for remediation require educational planning based on the diagnostic procedures and results (findings).

Strauss, A. A., & Lehtinen, Laura. Psychopathology and Education of the Brain-Injured Child. New York: Grune and Stratton, 1947. p. 4.

"A brain-injured child is a child who before, during, or after birth has received an injury to, or suffered an infection of, the brain. As a result of such organic impairment, defects of the neuromuscular system may be present or absent, however, such a child may show disturbances in perception, thinking, and emotional behavior, either separately or in combination. These disturbances can be demonstrated by specific tests. These disturbances prevent or impede a normal learning process."

Kirk, S. A. Education Exceptional Children. Boston: Houghton Mifflin Co., 1962. p. 251.

"A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic, resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors."

Kirk, S. A. The Diagnosis and Remediation of Psycholinguistic Abilities. Institute for Research on Exceptional Children, University of Illinois, 1966. pp. 1-2

"A learning disability refers to a specific retardation or disorder in one or more of the processes of speech, language, perception, behavior, reading, spelling, or arithmetic."

Myklebust, H. R. "Psychoneurological learning disorders in children." In Samuel A. Kirk and Wesley Becker (Eds.), Conference on Children with Minimal Brain Impairment. Urbana, Illinois: University of Illinois, 1963. p. 27

"...we use the term psychoneurological learning disorders to include deficits in learning, at any age, which are caused by deviations in the sensory impairment or psychogenecity. The etiology might be disease and accidents, or it might be developmental."

Bateman, Barbara. "An educator's view of a diagnostic approach to learning disorders." Learning Disorders, Volume I. Seattle, Washington: Seattle Seguin School, 1965. p. 220

"Children who have learning disorders are those who manifest an educationally significant discrepancy between their estimated intellectual potential and the actual level of performance related to basic disorders in the learning processes, which may or may not be accompanied by demonstrable central nervous system dysfunction, and which are not secondary to generalized disturbance or sensory loss."

Kass, Corrine. Conference on Learning Disabilities, Lawrence, Kansas, November, 1966.

"A child with learning disabilities is one with significant intra-developmental discrepancies in central-motor, central-perceptual, or central-cognitive processes which lead to failure in behavioral reactions in language, reading, writing, spelling, arithmetic, and/or content subjects."

Learning Disabilities Division Formulational Meeting, National Council on Exceptional Children (C. E. E.), St. Louis, Missouri, April, 1967.

"A child with learning disabilities is one with adequate mental abilities, sensory processes and emotional stability who has a limited number of specific deficits in perceptive, integrative, or expressive processes which severely impair learning efficiency. This includes children who have central nervous system dysfunction which is expressed primarily in impaired learning efficiency."

Clements, S. D. Project Director. Task Force I: Minimal Brain Dysfunction in Children, National Institute of Neurological Diseases and Blindness, Monograph Ho. 3, U. S. Department of Health, Education, and Welfare, 1966. pp. 9-10

"The term 'minimal brain dysfunction syndrome' refers in this paper to children of near average, average, or above average general intelligence with certain learning or behavioral disabilities ranging from mild to severe, which are associated with deviations of function of the central nervous system. These deviations may manifest themselves by various combinations for impairment in perception, conceptualization, language, memory, and control of attention, impulse, or motor function.

Similar symptoms may or may not complicate the problems of children with cerebral palsy, epilepsy, mental retardation, blindness, or deafness.

These aberrations may arise from genetic variations, biochemical irregularities, perinatal brain insults or other illness or injuries sustained during the years which are critical for the development and maturation of the central nervous system, or from unknown causes."

State of Illinois Rules and Regulations to govern the administration and operation of Special Education, July 1973.